DOCUMENT RESUME

ED 413 134 RC 021 218

TITLE	Leadership Development. IDRA Focus.
INSTITUTION	Intercultural Development Research Association, San Antonio, TX.
ISSN	ISSN-1069-5672
PUB DATE	1997-10-00
NOTE	18p.; Photographs may not reproduce clearly.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	IDRA Newsletter; v24 n9 Oct 1997
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Community Influence; Dropout Prevention; Educational Facilities Planning; Elementary Secondary Education; *High Risk Students; *Leadership; *Leadership Qualities; Leadership Training; Mexican Americans; Peer Teaching; School Community Relationship; *Student Attrition; Tutoring
IDENTIFIERS	*Coca Cola Valued Youth Program; Hispanic American Students; *Texas

ABSTRACT

This newsletter includes three articles on the theme of leadership development, particularly in relation to high-risk students or Mexican American communities. "Coca-Cola Valued Youth Program: 'Because All Children Are Valuable'" (Linda Cantu) shares some success stories from the program, which recruits high-risk students to be tutors of younger children. The program has consistently kept 98 percent of its Valued Youth in school and helped them to improve personal responsibility, academic achievement, and leadership potential. "Everything I Need To Know about Leadership Development I Learned in San Felipe" (Blandina Cardenas) describes how in 1929, a Mexican American neighborhood in Del Rio (Texas) took control of its schools by forming the San Felipe Independent School District. As a result of this community control, San Felipe was the most successful Mexican American school district in the country for decades and instilled trust and confidence, important leadership qualities, in many graduates. "Perspectives on 'Leadership'" (Josie Danini Supik) reflects on various leadership qualities: character, passion, boldness, integrity, the realization that life is full of uncertainties and the ability to let others lead. Two articles unrelated to the theme are "Texas Dropout Alert: Where Are the 147,000 Students Lost from the Freshman Class of 1993-94?" (Roy Johnson), which provides attrition rates for each Texas county by race/ethnicity, and "Facilities Renovation and Construction Opportunities and Challenges" (Albert Cortez), which discusses planning of new educational facilities with regard to equity and equal access. Also included is an outline of technical assistance on technology use available from IDRA. (SV)

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ED 413 134

IDRA Newsletter

IDRA Focus:
Leadership Development

ISSN 1069-5672 Volume XXIV, No. 9 October 1997

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INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

IDRA Newsletter

IDRA Focus:
Leadership Development

ISSN 1069-5672 Volume XXIV, No. 9 October 1997

Coca-Cola Valued Youth Program: "Because All Children Are Valuable"

Linda Cantu, M.A.

Inside this Issue:

Latest attrition rates for Texas students

Leadership development traits

Factors to consider for facilities equity

Defining leadership

In 1984, the Intercultural Development Research Association (IDRA) began the Coca-Cola Valued Youth Program in five schools in San Antonio, all of which serve high populations of low-income students and high percentages of Hispanic students. In that first year, 50 tutors and 150 tutees participated in the program.

The program has grown dramatically over the last 13 years. Today, the Coca-Cola Valued Youth Program has more than 1,000 tutors and 3,000 tutees and can be found in more than 90 schools (secondary and elementary) in 17 cities. During the last 13 years, the program has impacted more than 33,000 children, families and educators.

How Does It Work?

The Coca-Cola Valued Youth Program is a cross-age tutoring program developed to assist students who are considered at high risk of dropping out of school. Students who drop out of school are often characterized by underachievement in the basic skills, poor performance in class, manifestations of a deteriorating self-image, high rates of absenteeism, and an often pressing need to assist their families financially. The Coca-Cola Valued Youth Program was developed to target these students specifically.

The program, which initially began in San Antonio, Texas, has proven highly successful in keeping Hispanic youth from dropping out of school. The program has positively influenced the lives of Hispanic, African American, Asian, Anglo and Native American students in the continental United States, Puerto Rico and Birmingham, England.

The program's premise is that when an underachieving older student is given the responsibility of tutoring a younger student, both students succeed. Evaluation of the program over the last 13 years supports this premise. As a result of the program, tutors improve their personal academic achievement, school attendance, self-image, responsibility toward school work and attitude toward being responsible for their siblings.

Coca-Cola Valued Youth Program tutors, students who the schools termed "at-risk," tutor younger children (or tutees) in reading, writing, math, spelling and other subjects. They also write newsletters, prepare lessons, chaperone field trips and act as role models for younger children.

The structured plan of the program makes it easy for schools to implement. The program sets aside one class period within the school day. During this period, students tutor at the elementary school four days a week and on the fifth day, the tutors meet as a class. In this class the tutors learn tutoring and positive disciplining strategies, and they participate in personal awareness activities.

These activities are part of the teacher coordinator guides and tutor workbooks provided by IDRA. In addition, a program administrator's guide, a secondary principal's guide, elementary principal's guide and evaluation guide are provided to assist in successfully implementing the program.

Effect on Students and Schools

As I travel to schools and visit different program sites, I often talk with students, teachers and parents who share incredible stories about how the Coca-Cola Valued

Coca-Cola VYP - continued on page 14

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The Intercultural Development Research Association (IDRA) is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity. The *IDRA Newsletter* (ISSN 1069-5672, copyright ©1997) serves as a vehicle for communication with educators, school board members, decision-makers, parents, and the general public concerning the educational needs of all children in Texas and across the United States.

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IDRA TECHNICAL ASSISTANCE AVAILABLE ON USING TECHNOLOGY EFFECTIVELY ON YOUR CAMPUS

So, you understand the need for your school to have access to technology. And you know there are federal and state requirements for technology in schools. Maybe you have already purchased some computers and software. Now what?

Public schools are getting computers and Internet connections, but these tools are no guarantee that anything is changing in the classroom. Two-thirds of U.S. schools report that they have Internet connections, but for the majority it means that they have one telephone line and a couple of computers in the library. The best use of the Internet is to have students share projects and ideas with peers and experts, but many schools are far from being able to do this. The *Wall Street Journal* reports that two-thirds of the money for technology in schools goes to hardware and only 5 percent for training teachers.

If you want to do all you can with the technology you already have and create a technology plan for your school for the upcoming years, IDRA can help. We provide technical assistance to schools and school districts in the effective use of technology. IDRA can help you do the following:

- Analyze current school resources and utilization.
- Learn ways to enhance your current resources.
- Develop a comprehensive technology plan.
- Implement your technology plan collaboratively.
- Provide professional development sessions to your teachers, counselors and parents, when appropriate, to integrate technology better with the curriculum.
- Practice ways to ensure that your use of instructional technology is equitable and contributes to the educational success of all your students.

Specifically, IDRA's targeted assistance includes needs assessment, technical assistance and professional development. Below is a more detailed description of how IDRA can help you improve your school's technology capability and meet federal and state requirements for technology.

Needs Assessment

IDRA will survey your school's current capacity and determine what is needed to make it Internet ready. The survey will include a physical examination of the campus, its network of computers, phone systems and software. The needs assessment will also include interviews with school personnel, including teachers, teacher assistants and administrative personnel. The result will be a set of recommendations including the following aspects:

- Hardware such as computers, phone lines and other peripherals.
- Software for communication and for pre- and post-communication capabilities, as well as other software necessary for instructional, coordination and leadership activities within the campus and between campuses.
- A plan for training appropriate school personnel, including designated teachers, teacher aides and administrative personnel.
- A follow-up schedule of audits to informally provide feedback to the school about the execution of the plan and possible corrective measures and how to expand and capitalize on positive results that are occurring.

Technical Assistance

IDRA will provide the campus technical assistance in all aspects relating to the campus' technology plan. This will facilitate execution of the plan and save the school both money and time. Some of the assistance that will be provided includes these areas:

- Selecting an Internet provider.
- Selecting hardware and software.
- Creating Internet products, such as web sites.

Professional Development

IDRA will provide all the training to ensure that teachers and other school personnel use the technology in the most optimal way, for instruction, communication and leadership activities. The training approach will proceed in a collaborative fashion and will include the following steps:

- Meet with the school personnel to determine the nature of the training sessions and to develop objectives and timelines.
- Carry out training sessions.
- Follow up with debriefings and informal surveys to determine any additional needs or follow-up sessions.

For more information contact Dr. Felix Montes, Dr. Pam McCollum or Dr. Adela Solis at IDRA, 210/684-8180 or E-mail: idra@idra.org.

Texas Dropout Alert: Where are the 147,000 Students Lost From the Freshman Class of 1993-94?

Roy Johnson, M. A.

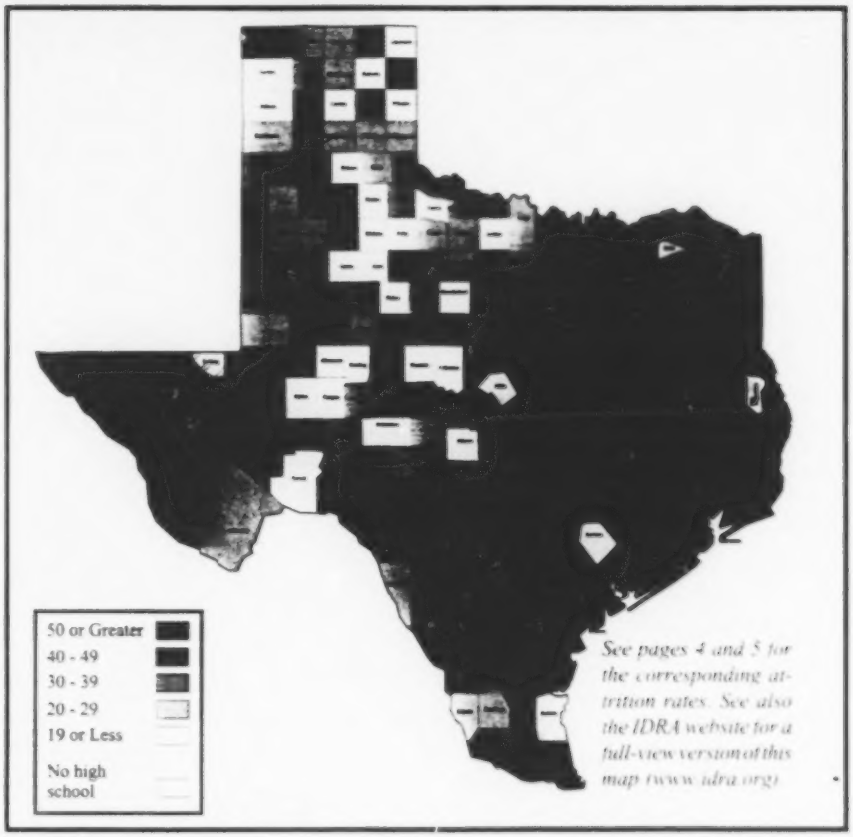
The 10th annual attrition study conducted by the Intercultural Development Research Association (IDRA) reveals some alarming facts.

- **Four of every 10 students** enrolled in the ninth grade in Texas public schools during the 1993-94 school year failed to reach the 12th grade in 1996-97.
- Of the 1993-94 ninth grade class, **43 percent** were lost from public school enrollment between the 1993-94 and the 1996-97 school years.
- **One of every two Hispanic and African American students** from that ninth grade class failed to reach the 12th grade, as compared to one of every three White students.

Since 1986, IDRA has conducted an annual attrition study to track the number and percent of students in Texas who are lost from public school enrollment prior to graduation from high school. IDRA gained the distinction of conducting the first comprehensive study of school dropouts in Texas when it released its initial study in October 1986, which led to the creation of the state law that requires the state education agency to include dropout data in its accountability system (Cárdenas, et al., 1986). IDRA has continued its attrition analyses using the same theoretical and mathematical framework to monitor the status of school dropouts in the state of Texas.

The analyses also serve as a check-and-balance system for the reporting of dropout rates, rates that the state education agency and local school districts claim have declined over the years. Despite the reported lower dropout rates and the recommendation by these entities to remove dropout rates from the state's accountability system, the attrition data by IDRA indicate *increasingly* high numbers of students who are lost from public school enrollment between the ninth and 12th grades.

Texas Dropout Alert - continued on page 6



See pages 4 and 5 for the corresponding attrition rates. See also the IDRA website for a full-view version of this map (www.idra.org).

Longitudinal Attrition Rates in Texas Public High Schools 1985-1986 to 1996-1997

Race-Ethnicity Group	1985-1986	1986-1987	1987-1988	1988-1989	1989-1990	1991-1992	1992-1993	1994-1995	1995-1996	1996-1997	Percent Change From 1985-86 to 1996-97
Native American	45	39	37	47	39	40	39	42	44	43	-4
Asian Pacific Islander	33	30	28	23	22	21	21	18	18	20	-39
Black	34	38	39	37	38	39	43	50	51	51	50
White	27	26	24	20	19	22	25	30	31	32	19
Hispanic	45	46	49	48	48	48	49	51	53	54	20
Total	33	34	33	31	31	34	36	40	42	43	30

Figures calculated by IDRA from the Texas Education Agency *Fall Membership Survey* data.

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Attrition Rates in Texas Public Schools: By Race-Ethnicity, 1996-97

County Name	Attrition Rates[1]			
	Black	White	Hispanic	Total
Anderson	50	36	66	41
Andrews	**	21	35	25
Angelina	30	30	46	32
Aransas	19	49	61	51
Archer	25	17	64	19
Armstrong	•	19	86	24
Atascosa	50	28	48	42
Austin	51	24	61	34
Bailey	63	32	57	48
Bandera	100	42	62	47
Bastrop	42	33	54	39
Baylor	36	13	65	25
Bee	25	29	45	39
Bell	41	30	48	35
Bexar	50	28	51	44
Blanco	25	28	39	29
Borden	•	38	**	32
Bosque	63	32	50	36
Bowie	41	31	40	34
Brazoria	52	43	62	49
Brazos	55	32	59	41
Brewster	•	32	28	29
Briscoe	**	**	31	2
Brooks	•	24	42	41
Brown	63	37	56	42
Burleson	42	31	43	35
Burnet	39	39	51	41
Caldwell	42	43	55	48
Calhoun	85	39	57	47
Callahan	•	31	47	32
Cameron	50	32	53	52
Camp	13	33	60	30
Carson	**	8	**	6
Cass	32	33	65	33
Castro	42	4	47	33
Chambers	53	35	53	41
Cherokee	32	35	65	38
Childress	46	23	57	36
Clay	•	26	57	28
Cochran	**	17	70	47
Coke	•	14	72	35
Coleman	42	14	1	13
Collin	34	26	52	30
Collingsworth	2	7	52	23
Colorado	40	23	43	30
Comal	70	28	62	40
Comanche	•	12	51	24
Concho	•	18	35	24
Cooke	62	32	68	37
Coryell	52	29	35	33
Cottle	64	24	63	34
Crane	**	21	42	30
Crockett	•	47	46	45
Crosby	35	18	40	31
Culberson	•	45	52	51
Dallam	5	29	43	32
Dallas	54	32	66	48
Dawson	24	16	44	32
Deaf Smith	**	9	40	29
Delta	**	19	•	12

County Name	Attrition Rates[1]			
	Black	White	Hispanic	Total
Denton	44	36	50	37
Dewitt	44	18	50	30
Dickens	14	4	44	19
Dimmit	29	23	38	36
Donley	29	17	47	21
Duval	•	28	31	31
Eastland	**	27	41	29
Ector	36	35	54	44
Edwards	•	43	40	40
Ellis	46	35	59	40
El Paso	51	29	45	43
Erath	23	24	64	31
Falls	56	26	70	42
Fannin	26	33	45	32
Fayette	52	26	36	30
Fisher	**	6	42	16
Floyd	38	25	45	37
Foard	•	**	44	1
Fort Bend	54	34	59	45
Franklin	64	42	33	43
Freestone	32	20	49	25
Frio	•	14	31	28
Gaines	57	30	46	38
Galveston	58	38	59	44
Garza	12	8	31	18
Gillespie	25	22	50	28
Glasscock	•	**	75	18
Goliad	23	36	47	39
Gonzales	56	30	48	41
Gray	47	23	54	30
Grayson	51	35	61	38
Gregg	47	29	61	36
Grimes	49	36	67	45
Guadalupe	42	34	63	46
Hale	22	22	53	41
Hall	7	12	42	23
Hamilton	•	29	43	30
Hansford	•	10	57	23
Hardeman	**	26	66	31
Hardin	43	31	4	33
Harris	55	34	61	48
Harrison	48	34	64	40
Hartley	•	3	**	**
Haskell	**	18	37	21
Hays	74	39	60	49
Hemphill	94	37	51	41
Henderson	36	29	48	31
Hidalgo	64	33	53	52
Hill	31	24	41	27
Hockley	**	12	40	24
Hood	100	35	57	37
Hopkins	36	25	65	29
Houston	51	31	76	40
Howard	14	29	48	35
Hudspeth	•	8	50	41
Hunt	45	36	42	37
Hutchinson	**	22	53	26
Irion	•	29	1	22
Jack	44	27	36	27
Jackson	22	31	58	39

[1] Calculated by: (1) dividing the high school enrollment in the end year by the high school enrollment in the base year; (2) multiplying the results from Calculation 1 by the ninth grade enrollment in the base year; (3) subtracting the results from Calculation 2 from the 12th grade enrollment in the end year; and (4) dividing the results of Calculation 3 by the result of Calculation 2. The attrition rate results (percentages) were rounded to the nearest whole number.

** = Attrition rate is less than zero (0).

• = The necessary data are unavailable to calculate the attrition rate.

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Attrition Rates in Texas Public Schools:
By Race-Ethnicity, 1996-97 (continued)

County Name	Attrition Rates[1]			
	Black	White	Hispanic	Total
Jasper	25	32	50	31
Jeff Davis	100	56	74	67
Jefferson	57	30	61	45
Jim Hogg	•	52	28	28
Jim Wells	62	22	33	30
Johnson	60	43	56	45
Jones	9	30	36	31
Karnes	65	33	44	42
Kaufman	41	43	55	43
Kendall	73	37	53	40
Kent	•	••	32	14
Kerr	45	31	54	38
Kimble	•	37	48	37
King	•	••	•	••
Kinney	56	40	44	43
Kleberg	20	24	47	41
Knox	13	9	39	20
Lamar	21	29	36	28
Lamb	28	13	39	27
Lampasas	76	41	48	44
La Salle	•	5	44	43
Lavaca	43	4	59	15
Lee	62	23	57	35
Leon	40	31	61	33
Liberty	29	40	57	39
Limestone	32	23	60	31
Lipscomb	•	8	23	12
Live Oak	•	25	51	37
Llano	•	1	55	34
Lubbock	37	20	40	28
Lynn	53	11	36	29
Madison	25	30	64	33
Marion	36	42	75	39
Martin	58	21	46	34
Mason	•	8	0	7
Matagorda	34	32	54	40
Maverick	•	••	30	29
McCulloch	••	22	38	26
McLennan	51	31	64	43
McMullen	•	47	••	35
Medina	74	27	47	38
Menard	•	••	46	24
Midland	46	25	52	35
Milam	40	25	56	35
Mills	•	1	20	3
Mitchell	39	11	40	26
Montague	•	32	47	33
Montgomery	42	38	61	40
Moore	25	19	48	33
Morris	35	30	75	33
Motley	•	••	69	2
Nacogdoches	52	35	74	44
Navarro	38	25	48	30
Newton	20	27	63	26
Nolan	58	27	41	35
Nueces	56	34	55	48
Ochiltree	•	24	47	31
Oldham	•	6	46	16
Orange	52	31	43	34
Palo Pinto	40	34	50	36
Panola	45	29	20	32
Parker	74	43	66	45
Parmer	75	12	51	36
Pecos	100	32	52	47
Polk	37	39	54	40
Potter	55	38	65	46
Presidio	•	10	53	50

County Name	Attrition Rates[1]			
	Black	White	Hispanic	Total
Rains	••	37	56	35
Randall	72	29	46	31
Reagan	50	24	13	19
Real	•	30	46	38
Red River	36	29	55	32
Reeves	44	39	47	45
Refugio	29	19	55	36
Roberts	•	••	••	••
Robertson	34	30	48	34
Rockwall	32	41	66	43
Runnels	63	10	36	19
Rusk	37	31	59	35
Sabine	31	37	72	35
San Augustine	18	13	67	17
San Jacinto	25	51	41	45
San Patricio	46	33	52	45
San Saba	•	38	10	33
Schleicher	•	••	37	13
Scurry	23	21	52	32
Shackelford	•	10	••	3
Shelby	30	24	56	27
Sherman	•	20	25	21
Smith	48	29	63	38
Somervell	•	27	8	24
Starr	•	••	54	54
Stephens	65	30	75	40
Sterling	•	13	21	15
Stonewall	100	32	73	42
Sutton	•	2	43	22
Swisher	0	32	36	32
Tarrant	49	33	58	40
Taylor	55	30	57	38
Terrell	•	••	42	16
Terry	74	26	58	47
Throckmorton	•	16	39	21
Titus	46	22	74	42
Tom Green	42	26	44	34
Travis	66	36	68	53
Trinity	53	44	90	49
Tyler	18	32	••	30
Upshur	25	36	61	35
Upton	•	20	16	19
Uvalde	•	30	30	31
Val Verde	28	43	51	50
Van Zandt	12	31	58	32
Victoria	50	33	63	50
Walker	40	21	52	30
Waller	47	32	59	42
Ward	62	28	47	39
Washington	38	15	66	25
Webb	•	27	43	42
Wharton	35	24	50	35
Wheeler	9	10	49	15
Wichita	39	32	41	34
Wilbarger	44	27	48	33
Willacy	••	28	51	49
Williamson	47	33	55	37
Wilson	8	26	47	34
Winkler	36	37	43	40
Wise	81	35	41	36
Wood	16	25	40	25
Yoakum	100	24	36	30
Young	0	27	55	31
Zapata	•	25	29	29
Zavala	•	••	47	46
Total	**51**	**32**	**54**	**43**

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Texas Dropout Alert - continued from page 3

Major Findings of the Attrition Analyses

IDRA's 1996-97 attrition study involved the analysis of enrollment figures for public high school students in the ninth grade during the 1993-94 school year and students enrolled in the 12th grade three years later. This period represents the time span during which a ninth grade student would be enrolled in school prior to graduation.

Enrollment data from the Texas Education Agency's (TEA) Fall Membership Survey for the 1993-94 and 1996-97 school years were utilized for the study. The enrollment data from special school districts (military schools, state schools and charter schools) were excluded from the analyses since they are likely to have unstable enrollments and/or lack a tax base to support school programs (see the table on page 7 for statewide enrollment and attrition data).

Longitudinal statewide attrition rates are categorized by race and ethnicity on Page 3. Statewide and county attrition rates are presented for the three major race and ethnicity groups on Pages 4 and 5.

Data from the 1993-94 and 1996-97 school years revealed the following:

- **Ethnic minority group students were more likely than White, non-Hispanic students to be lost from public school enrollment.** Over half of African American students (51 percent) and Hispanic students (54 percent) were lost from public school enrollment between 1993-94 and 1996-97 compared to about 32 percent of White non-Hispanic students. African American students were 1.6 times more likely to be lost from enrollment than were White students, while Hispanic students were 1.7 times more likely than were White students to be lost from public high school enrollment.
- **More males than females were lost from public high school enrollment.** Between 1993-94 and 1996-97, more males (46 percent) than females (40 percent) were lost from public high school enrollment.

Examining data from the entire 12-year study period, 1985-86 to 1996-97, IDRA has found that:

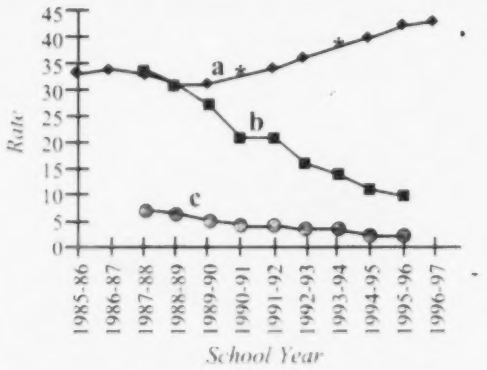
- **The number of students lost from public school enrollment has increased.** The number of students (in grades nine through 12) lost from public school enrollment in Texas has increased from about 86,000 in 1985-86 to about 147,000 in 1996-97.
- **The statewide rate of attrition has increased by 30 percent.** The rate of attrition increased from 33 percent in 1985-86 to 43 percent in 1996-97.

Conclusions

Recent national studies have shown that far too many students are dropping out of school prior to graduation, particularly racial and ethnic minority students. Many reports show that despite the success of some dropout initiatives in some areas and the resultant increase in the number of students graduating from high school, the dropout picture remains troublesome.

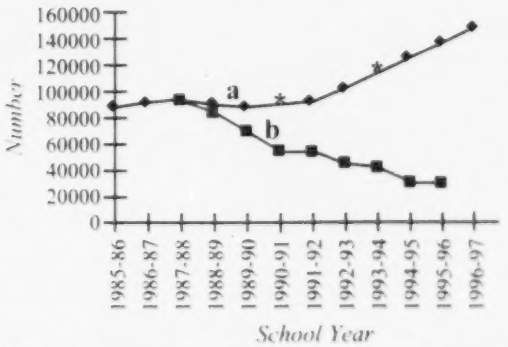
Texas Dropout Alert - continued on page 15

Attrition and Dropout Rates in Texas



a = Attrition rate, calculated by IDRA based on grades nine through 12 enrollment (see page 4 for method)
b = Longitudinal dropout rate, calculated by TEA based on grades seven through 12 enrollment (TEA's method was revised for the 1992-93 and subsequent school years)
c = Annual dropout rate, calculated by TEA based on grades seven through 12 enrollment (TEA's method was revised for the 1992-93 and subsequent school years)
* = Data not available

Students Lost from Texas School Enrollment



a = Number of students lost by attrition, calculated by IDRA based on grades nine through 12 enrollment (see page 4 for method)
b = Number of students considered dropouts, calculated by TEA based on grades seven through 12 enrollment (TEA's method was revised for the 1992-93 and subsequent school years)
* = Data not available

The methodologies employed by IDRA and TEA to obtain the estimates of the number of students who leave school prior to graduation are different. IDRA conducts *attrition analyses* of enrollment figures at two points in time (ninth grade and 12th grade enrollment four years later). This allows for increases and decreases in a district's enrollment figures since district enrollment may vary from school year to school year. TEA reports *dropout data* for each school year provided by school districts through the Public Education Information System (PEIMS). TEA's definition of a school dropout has been narrowed in the last few years (most significantly in the 1992-93 school year). For example, students who have received a General Educational Development (GED) certificate are not considered dropouts. (For more details see: "IDRA's Latest Attrition Analyses Show Worsening Dropout Problem," by Roy Johnson, M.S., in the *IDRA Newsletter*, October 1995.)

See the IDRA website for the corresponding data (www.idra.org).

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1993-94 and 1996-97 Enrollment Data and 1996-97 Attrition Data

Race-Ethnicity and Gender	1993-94 9th Grade Enrollment	1996-97 12th Grade Enrollment	1993-94 9-12th Grade Enrollment	1996-97 9-12th Grade Enrollment	1996-97 Expected 12th Grade Enrollment	Students Lost to Attrition	Attrition Rate
Native American	**655**	**431**	**2,034**	**2,356**	**758**	**327**	**43**
Male	341	233	1,057	1,188	383	150	39
Female	314	198	977	1,168	375	177	47
Asian/Pacific Islander	**6,537**	**5,940**	**23,884**	**27,134**	**7,426**	**1,486**	**20**
Male	3,405	2,979	12,319	13,934	3,851	872	23
Female	3,132	2,961	11,565	13,200	3,575	614	17
Black	**47,212**	**26,005**	**128,186**	**143,926**	**53,009**	**27,004**	**51**
Male	24,333	12,207	64,013	71,906	27,333	15,126	55
Female	22,879	13,798	64,173	72,020	25,676	11,878	46
White	**140,110**	**103,186**	**463,722**	**502,311**	**151,772**	**48,586**	**32**
Male	72,996	52,004	237,919	257,967	79,147	27,143	34
Female	67,114	51,182	225,803	244,344	72,625	21,443	30
Hispanic	**113,617**	**59,309**	**308,365**	**350,740**	**129,219**	**69,910**	**54**
Male	60,358	29,336	158,654	180,021	68,487	39,151	57
Female	53,259	29973	149,711	170,719	60,732	30,759	51
All Groups	**308,131**	**194,871**	**926,187**	**1,026,467**	**342,184**	**147,313**	**43**
Male	161,433	96,759	473,947	525,016	179,201	82,442	46
Female	146,698	98,112	452,240	501,451	162,983	64,871	40

Figures calculated by IDRA from the Texas Education Agency *Fall Membership Survey* data.

Regional Forums Scheduled on Proposed Educator Certification Framework

With the focus on its mission to "ensure the highest level of educator preparation and practice to achieve student excellence," the State Board for Educator Certification (SBEC) will hold regional forums at 20 locations in Texas.

Teachers, superintendents, principals, school board members and interested members of the public are invited to the forums, where a draft of the *Proposed Framework for Educator Preparation and Certification* will be presented for review and comment.

As authorized by Senate Bill 1, passed by the 74th Texas Legislature in 1995, SBEC has prepared a proposed framework outlining a new system for preparing and certifying eductors. The framework is based on the guiding principle that SBEC must design a system of educator preparation and certification that ensures the public that fully certified teachers will be employed in each position that requires certification in the public school system.

The proposed framework for certification details recommendations in the areas of admission to educator preparation programs, educator preparation requirements, steps for obtaining the conditional certificate for the mentored teaching internship period, and requirements for obtaining the professional certificate and for professional growth.

Information gathered from the regional forums will be summarized and presented to the members of the State Board for Educator Certification for their review and consideration.

Please note: The full text of the actual proposed educator framework can be obtained from the SBEC World Wide Web site at http://www.sbec.state.tx.us. Call your education service center for forum dates.

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REFLECTIONS

Blandina "Bambi" Cárdenas, Ph.D.

EVERYTHING I NEED TO KNOW ABOUT LEADERSHIP DEVELOPMENT I LEARNED IN SAN FELIPE

On most measures, I consider myself a woman of great good fortune. I have lived in a time of true evolution, a time in which men and women, individually and as members of disenfranchised groups, made thousands of decisions, large and small, that would break the bonds that limited their life and their development. I have traveled the world and deliberated policy in Europe, China, Latin America and the power centers of this country. I have been mentored by great genius and supported by brave hearts. I have felt far more affection, appreciation and recognition than I ever dreamed I would have or believed I deserved. At the beginning of my third quarter century, what I have come to think of with increasing affection as my ACT III, I am blessed with the surprise that after nearly three decades, there are still people interested in my thinking and willing to listen to what I have to say. Most importantly, I find myself with the opportunity to dedicate focused thought and attention to my favorite enterprise: the cultivation of new leadership for my profession, my community and my principles.

The process by which an individual or a group encounters the courage to stretch the limits of what they can become, I believe, is the most beautiful and exciting thing one can behold. When courage unleashes creativity and the love of self and others, you have the beginning of authentic leadership. When courage, creativity and love are absent, all the skills-based leadership development strategies in the world will fail to produce a leader. You may produce a passable manager, an effective executive and even a long-lived power holder, but the true leader will not emerge. Leadership is both art and science, but beyond these, it is spirit and passion. Leadership empowers and inspires; it puts others "in the spirit" to lead.

Over the course of the years I have participated in leadership development training, studied and designed leadership development training, and been exposed to many styles of leadership. While this exposure has done much to elaborate and refine my understanding of leadership, I have come to realize that all I needed to know about leadership and its development I learned in San Felipe, *mi barrio Mexicano* [in my Mexican neighborhood] in Del Rio, Texas, where I lived my first precocious 16 years.

San Felipe in the 1950s was a magical place where neatly groomed men and women, *muy mujeres* [strong women] whom I think of as Mexican June Cleavers, sewed their children's clothes, cooked three meals a day, baked cakes from scratch and kept spotless houses in the face of their battle with the violent dust storms that made their way over the unpaved streets and parched lawns. Fathers were *hombres rectos y trabajadores* [honest hardworking men] who stood by their word, provided for their family and protected family honor. The collection of families that had come to Del Rio to escape the violence of the 1910 Mexican Revolution included many well-educated, politically aware and socially conscious individuals. Mostly *liberales* [liberals] from the Mexican states of Coahuila and Durango, these families were not about to acquiesce to the discriminatory treatment their children received in the local schools. In 1929 they filed the first school desegregation case in the United States, *Salvatierra vs. Del Rio Independent School District*. When that case failed to give them the relief they sought, the Mexican Americans in San Felipe seceded from the Del Rio Independent School District to form the San Felipe Independent School District. For 40 years this school district would survive, flawed in many ways, often near bankruptcy with perhaps the poorest tax base in the nation, and at the same time producing exponentially higher rates of high school completion, college participation and degree attainment, and professional and advanced degrees among Mexican Americans than any school district in the country.

What was remarkable about San Felipe was that its success was not limited to "*la cremita*" [the cream of the crop], those few students whose family standing and resources advantaged them in the education process, regardless of institutional discrimination. San Felipe empowered families and children in the most dire of circumstances. Literally hundreds of children who spent three months out of the school year on the migrant agricultural trail graduated from high school and went on to college. San Felipe even succeeded with the not-too-bright. I frequently run into a San Felipe student to whom we had always referred as "*bien tapado*," or quite dense, and find that this individual has gone on to post-secondary schooling, is now thriving in a career and is the parent of superachieving children.

Other Mexican American communities in the Southwest had many of the same attributes of San Felipe, but the fact that San Felipe had wrested the schools, as the most important public institution involved in the formation of children, into their own control at great peril and at the start of the Great Depression, was a uniquely powerful expression of self-worth and self-determination.

The achievement of San Felipe made tangible for me three of the most essential elements in leadership development. First, San Felipe rooted me in a conscious link to a historical act of courage, heroism and sacrifice. Leaders *de corazón y consciencia* [with lots of heart and conscience] have to know where they and the things they do fit in the historical context of the continuing struggle for human dignity and actualization. They must be inspired by that history and humbled by it at the same time. They must understand that they are relatively insignificant, even as they realize with total certainty that what they do, and how well they do it, whether recognized or not, will advance history, or capitulate it.

The second essential element of leadership development that the context of San Felipe provided was *locus of control*. The belief

Leadership Development *- continued on page 9*

Leadership Development *- continued from page 8*

that you can act upon the conditions that shape your world rather then be bound by those conditions is essential to leadership. Because my parents' family and closest friends were always at the center of school governance, the district's perpetual perils, financial and otherwise, were a major concern of conversations of family gatherings, canasta and domino games, and chance meetings. But the conversations always ended in an array of strategies, often amazingly ingenious ones, for solving the problem. Without the prospect of outside financial or political support, these remarkable people always found a way or invented one where one did not exist. The instinct to refuse to live with problems, to pursue feasible alternatives to even the most daunting of dilemmas, to get "out of the box" and create answers where none seem to exist, is an absolute non-negotiable of leadership and it must be cultivated in the leadership development process.

Perhaps the most powerful leadership trait which San Felipe developed was the instinct *to look for and find assets in people and circumstances* that appear to others to be largely lacking in assets. On this, my father was the absolute master teacher. "*La persona bién educada puede conversar con un peón o un presidente*" [A well-educated person can converse with a peon or a president], he would say, "*pero un lider verdadero aprende de los dos*" [but a true leader learns from both]. Daddy believed that there was much to be learned from even the lowliest of people. Not overly inclined to take on long tedious tasks around the house, he would regularly drive to Brown Plaza to hire any one of a dozen master derelicts to help with a plumbing, carpentry or mechanical job. The trick, he would tell me, was to get there early, before these men of genius started drinking. Then he would explain that Lalo *el plomero* [the plumber], Poncho *el carpintero* [the carpenter] or Wile *el mecánico* [the mechanic], were the absolute best craftsmen in town, but that the war or an unfaithful wife, a family shame or some other *desgracia* [unfortunate event] had turned them to drink. Once at Brown Plaza, he would invite the designated expert into the backseat of our car and immediately ask him for advice about how to best accomplish the task at hand. By the time we reached home, the highest of expectations for a superb job had been set. He was never disappointed, in part because he would continue the conversation as he closely supervised the activity throughout the day. Because my father was a man to be respected and because I was a constant tagalong, the language and subject of the conversations were always clean and I could engage in the wonderful discussions as well. To this day I am inclined to engage in conversations with people at all levels of the social or organizational hierarchy, much to my benefit. Today leadership theory has evolved to recognize the importance of this skill of "managing by walking around," but I learned it in San Felipe, from my dad and the "untouchables" of La Plaza Brown.

San Felipe was a rich environment for learning about leadership at every turn. Learning how to lose became an art form with a Mexican American football team consistently five inches shorter and 30 pounds lighter then its Anglo opponents. Over the years I have come to realize that the greatest leaders are those who have lost badly, and chosen to become empowered by their loss. The worst leaders are those who have never experienced loss. In San Felipe, the most often heard cheer was, "That's all right boys, that's all right. Stay in their boys, fight, fight, fight." In my 13 lonely years as a minority voice on the United States Commission on Civil Rights, I would often keep myself going by silently repeating the old familiar cheer.

Oratory was perfected at the San Felipe Methodist Church before one reached puberty – and in both languages. The leadership of women was everywhere: in the entrepreneurs who ran their corner *tienditas* [stores] and *panaderias* [bakeries], in the artists who sold homemade corn tortillas or took in sewing or ironing, and most of all in the teachers, who literally pulled whole families through 12 years of schooling. San Felipe was a veritable laboratory for relational leadership. Only a fool would try to get things done by pulling rank. You did it "*por la buena*" [the right way], by knowing the operative relationships of trust and confidence necessary for people to be motivated to act.

The teachings of San Felipe and a remarkable extended family equipped me well for the wonderful adventure of channeling my heart, my mind and my passion into the advancement of education, civil rights, the life chances of vulnerable children and the rightful place of Mexican Americans in this country. The journey would often be lonely, but never frightening. So much greatness would touch my life and hone my skills: Walter F. Mondale's dauntless commitment to the least powerful and to ethical public service, Andy Ramirez's tenacity and fearlessness, Joe Bernal's courageous willingness to pay a heavy political price for his beliefs, Rosie Castro's purity of heart and vision for her community, Matt Garcia's skill in getting opponents to negotiate, Gloria Rodriguez and Carmen Cortez's powerful creative partnership, Rubén Hinojosa's spirit and results orientation, Henry Cisneros' artistry in governing, Mary Frances Berry's mastery of history and the Constitution, Lalo Villarreal's capacity to create logic and order from the prisms of my thinking, Raúl Yzaguirre and Willie Velásquez's pioneering vision and lifetime sacrifice, Jimmy Carter's centeredness.

Political leadership of San Felipe dressed in World War II civil defense uniforms

Six presidents, three Mexican and three U.S., would come to

Leadership Development *- continued on page 16*

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U.S. Department of Education's 1997 Improving America's Schools Regional Conferences

A Call to Action: Working Together for Equity and Excellence

General Assembly Sessions

Daily sessions will feature a variety of speakers, including officials from the U.S. Department of Education and educational leaders from across the nation.

Education Reform Institutes

These half-day institutes will focus on key topics in education reform within the context of the conference's overarching themes of equity, excellence and collaboration. The format and content of the institutes will focus on three major elements: research, collaborative demonstration models and implementation strategies. Participants will have the opportunity to attend two institutes. Institute topics include:

- Setting and Reaching High Standards
- Creating a Better School Environment
- Assessing Student Achievement
- Mastering Reading
- Mastering the Foundations of Mathematics
- Exploring Public School Options
- Promoting and Managing Change in Schools and Communities
- Recruiting, Preparing and Retaining Excellent Teachers
- Involving Families and Communities in Education
- Using Technology as a Tool for Education Reform
- Facilitating Higher Education, Work Transitions, Lifelong Learning

Technical Assistance Workshops

Each conference will offer a full day of technical assistance workshops for participants to learn more about how federal, state and local resources can be integrated to support education reform. Workshops will provide program-specific and cross-program technical assistance in the following areas: Title I, Goals 2000, Magnet Schools, Charter Schools, Homeless, Impact Aid, Bilingual Education, Special Education, Technology, Even Start, Migrant Education, Indian Education, Eisenhower Professional Development, Safe and Drug-Free Schools and Communities, School-to-Work, Adult and Vocational Education, Integrated Reviews, Cooperative Audit Resolution, Waivers and more!

Technology and Media Resource Center

This center is structured to provide participants with more conference related information and materials. The center will feature a variety of hands-on computer demonstrations, a video review area and other innovative exhibits reflecting topics covered in the general sessions, institutes and workshops. Staff will be available to help you discover the wealth of tools and resources available to educators on the Internet.

Agenda

Day 1: *A Call to Action: The Dept. of Education's Reform Agenda*

8:00 am-5:00 pm	Registration
2:00 pm-3:15 pm	General Assembly and Opening Ceremonies
3:30 pm-4:30 pm	Breakout Sessions: A closer look at the Department of Education's Reform Agenda
4:45 pm-5:45 pm	Breakout Sessions (repeated)
6:00 pm-8:00 pm	Networking Reception

Day 2: *The State of American Education*

8:00 am-5:00 pm	Registration
8:00 am-8:45 am	Continental Breakfast
9:00 am-12:00 pm	Education Reform Institutes
12:15 pm-2:15 pm	General Assembly Luncheon with U.S. Secretary of Education Richard W. Riley
2:30 pm-5:30 pm	Education Reform Institutes (repeated)

Day 3: *Equity and Excellence in the 21st Century*

7:45 am-8:30 am	Continental Breakfast
8:30 am-9:30 am	General Assembly
9:45 am-12:00 pm	Cross-Program Technical Assistance Workshops
12:00 pm-1:00 pm	Lunch on your own
1:00 pm-4:30 pm	Program-Specific Technical Assistance Workshops

Who Should Attend?

- Federal, regional, state and local technical assistance providers
- Grantees, administrators and managers of programs administered by offices of the Department of Education
- Officials of state education agencies
- Officials of local education agencies
- School-based instructional leaders
- Teacher leaders and principals
- Officials of national and community-based educational organizations.

We strongly encourage participation by state and local teams. A group discount is available. Join us for three days of learning, networking and action-planning.

October 16-18, 1997 • San Diego, California
Host Center: Southern California Comprehensive Assistance Center (Region XII)
(Alaska, California, Hawaii, Idaho, Montana, Oregon, Washington, Wyoming, American Samoa, Federated States of Micronesia, Commonwealth of the Northern Mariana Islands, Guam, Republic of the Marshall Islands, Republic of Palau)

November 16-18, 1997 • Dallas, Texas
Host Center: STAR Center (Region VIII)
(Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wisconsin)

December 14-16, 1997 • Washington, D.C.
Host Center: Region III Comprehensive Center
(Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, Virgin Islands)

Contact the IAS Conference hotline at 1-800-203-5494 if you have any questions or concerns.
Also visit the conference web site for more information at www.nche.gwu.edu/iasconferences.

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Facilities Renovation and Construction Opportunities and Challenges

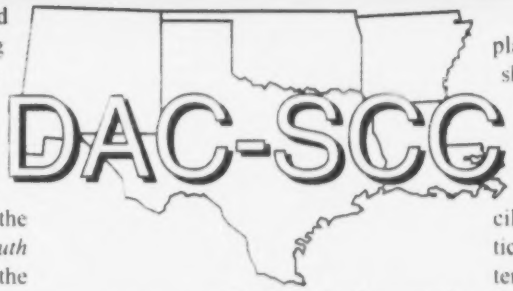
Albert Cortez, Ph.D.

In June of this year, IDRA convened a superintendents summit bringing together a small group of superintendents to discuss equity and school reform issues. The summit included participants from Arkansas, Louisiana, New Mexico, Oklahoma and Texas. It was cosponsored by two IDRA projects: the *Desegregation Assistance Center – South Central Collaborative for Equity* and the *STAR Center.**

The participants explored equity and excellence issues in the context of school reform, including school facilities renovation and construction. This topic was timely in view of a serious national initiative being promoted by the Clinton administration that would channel millions of dollars of federal funding to local communities to help offset the cost of building new facilities. In Texas, interest in the topic was further fanned by recent state legislation that will provide almost $200 million in state funding to local districts building or renovating local schools (new debt).

This new trend of facilities funding offers many communities opportunities to provide relief in an area that has been neglected for far too long. As local school officials and their communities begin to take advantage of these opportunities, they must consider the implications of facilities-related decisions early in the process, certainly before major outlays are initiated. Failure to do so can result in an extensive need to reconsider early actions and could ultimately lead to serious political or legal challenges from a range of sources. Superintendents who participated in the summit discussed several factors that school officials should address.

One critical factor in the design of a facilities plan is the **legal status of the school district**, specifically if it is operating under the supervision of a court as a result of prior student civil rights litigation. Unless a district has been declared "unitary" (i.e., that it has satisfied court requirements related to the removal of vestiges of officially sanctioned segregation) it is conceivable that any such plan may require court review and approval. Even in the absence of a court mandate, school districts have an affirmative responsibility to ensure that their actions do not result in the segregation or resegregation of students enrolled in their schools.



In a presentation during the summit, attorney Maree F. Sneed, a nationally recognized expert of civil rights and equity, noted that all school officials have an ongoing responsibility to ensure that their school actions do not impinge on student civil rights. This responsibility includes school compliance with requirements known in legal circles as the *Green Factors*, a set of principles outlined in a landmark student civil rights case that spelled out areas of school officials' responsibilities (see box below). These Green Factors are used by compliance officers and legal advocates to assess school systems' adherence to equal access requirements spelled out in law.

When considering the building or placement of facilities, school districts should assess the impact of their activities in the six areas covered in the **Green Factors**. These include student assignment, faculty assignments, staffing, transportation related activities, physical facilities and extracurricular activities. Participants in the superintendents summit extensively explored the implications of these requirements for local decision makers.

Student assignment is one of the more obvious issues confronting schools faced with new enrollment, the redistribution of their school age population within the district over time. In drawing up attendance assignments, it is critical for school officials to project the impact of changes in student assignments not only at the new schools, but also at existing campuses. It is not sufficient or acceptable to ignore such issues under the guise of being "color blind" in the student assignment process.

Given the sophisticated hardware and software available in many school districts,

***Facilities Renovation** - continued on page 12*

"Green Factors" Spell Out School's Responsibilities for Equity

In *Green vs. County School Board of New Kent County, Virginia*, the Supreme Court stated that a given district is "clearly charged with the *affirmative duty* to take whatever steps might be necessary to convert to a unitary system in which racial discrimination would be eliminated *root and branch*." This landmark decision is important for another reason beyond the fact that school boards must *actively work* toward desegregation. The court stated that, when reviewing the facts, "the racial identification of the system's schools was complete [i.e. total], extending not just to the composition of student bodies..., but to *every facet of school operation*." It then listed six factors that have come to be known as the *Green Factors*:

- racial composition of the student body
- faculty
- staff
- transportation
- extracurricular activities
- facilities

Since 1968, these six factors have been used by the federal courts as a basis for determining the degree to which equal educational opportunity and "unitariness" exists in a district under review by the court. More recently, the courts have added other considerations including the *quality of educational offerings* in racially identifiable schools in a given district to determine the degree to which a district has achieved unitary status (i.e., the degree to which *non-racially identifiable* schools exist that resulted from *de jure* practices of segregation).

In short, the Supreme Court has affirmed that when a district has created racial isolation in schools, simply reassigning students to create racially balanced or less isolated schools is not enough of an intervention to overcome the original effects of the previous racial isolation and discrimination. The district must take more affirmative remedial measures.

– Source: IDRA Desegregation Assistance Center – South Central Collaborative for Equity

Facilities Renovation - continued from page 11

it is also possible to merge census and school data bases to project the effect of varying student assignment plans on school enrollments. School officials point out that in planning new campus placements it is not unusual to have numerous assignment configurations available to help guide the final campus location decision. In analyzing such questions, school officials must be sensitive to over-concentration of court-protected groups, which include racial and ethnic minority students, students who are limited-English-proficient, as well as students who are eligible for special education services (among other categories). Failure to consider the effect of any student placement plan on such student populations invites legal challenges to local school placement decisions.

Another factor for school officials to consider in the development of a campus plan is **faculty assignment,** including the staffing of a new physical plant. As school officials consider staffing options, they must consider the resulting faculty and overall staffing profiles created at the new school and assess the effects of reassignments on the campuses from which the faculty and staff are being drawn. Consideration of credentials and years of experience need to be taken into account in such assessments and steps can be taken to ensure that the resulting staff distribution does not favor specific schools.

In addition to staff reassignment, the Green Factors call for the consideration of school recruitment and hiring practices to ensure nondiscriminatory selection and placement of staff. Beyond looking at ethnic and racial factors, school officials should consider the credentials of faculty and staff impacted as well as their years of experience. Both are considered key indicators of equitable quality of staff made available to educate different students.

While student assignment and faculty and staff profiles are important "tests" in assessing school compliance with legal requirements, another important area relates to **student access to facilities**, which in turn relates to student transportation. As legal advocates assess the acceptability of new facilities locations, a critical question centers on which students will be transported and what distances will be involved. With growing concern and some community resistance to school busing, school officials find that they must carefully assess the transportation implications associated with the construction of new school buildings or the redrawing of school boundaries and the related question of which and how many pupils will need to be transported.

GOOD PLANNING AND THE ACQUISITION OF COMMUNITY INPUT CAN HELP AVERT SUBSEQUENT CHALLENGES TO LOCAL ACTIONS BUT ONLY TO THE EXTENT THAT PLANNING AND CONSULTATION INCLUDE CONSIDERATION OF THE VARIOUS STUDENT EQUITY ISSUES CITED.

Even in cases where a new facility is constructed to respond to new residential developments in a district, it may be necessary for the school decision makers to look at the overall effect of a school location decision on the district as a whole, rather than considering the effect of a new school placement only in the portion of the district in which new development is concentrated. Responses may involve the re-configuration of existing school or attendance zones and boundaries or the development of strategies designed to attract diverse students to a unique instructional program.

A general assessment of **equitable access to quality facilities** is another area where school officials have legal responsibilities. Courts have long recognized that the quality of school facilities is one indicator of access to quality education. As school officials consider either new buildings or the remodeling of existing facilities, they must examine the impact that such actions have on students' equitable access to those physical facilities. If the placement or renovation decisions create or exacerbate unequal access to comparable school facilities for students, local officials set themselves up for a possible court challenge by anyone who has standing in the community, that is anyone (citizen, parent, tax payer, business owner, etc.) who may be impacted by those local decisions. As courts have considered the equal facilities question they have examined the condition of buildings (particularly as these relate to health and safety issues including the presence of asbestos, lead paint and electrical hazards), square footage, lab and other equipment, and similar areas that impact on access to instruction.

A final area considered in legal assessments of equity in schools is the consideration of **student access to extracurricular activities**. Recent activities related to Title IX reviews reflect that courts are now looking not only at the number of and access to extracurricular activities, but also at access to physical facilities such as gymnasiums and fields in which these activities may take place. As schools embark on the construction or upgrading of facilities required for extracurricular activities, they must consider the student equity implications of those decisions.

There is growing federal disengagement in education and calls for greater local flexibility in education decision making. In light of this trend, it is important to remember that schools continue to have numerous legal obligations to ensure that students have equitable access to educational opportunity. In an era where many schools are embarking on new construction plans and the renovation of existing facilities, school officials and community leaders must continue to pay attention to the array of equity issues that surround the making of those local decisions.

Good planning and the acquisition of community input can help avert subsequent challenges to local actions but only to the extent that planning and consultation include consideration of the various student equity issues cited. The extent to which local school officials consider and adhere to those principles will determine whether the next decade will mark a new round of litigation that challenges unequal school facilities or the beginning of an educational facilities renaissance.

** The STAR Center is the comprehensive regional assistance center funded by the U.S. Department of Education to serve Texas. It is a collaboration of the Intercultural Development Research Association (IDRA), the Charles A. Dana Center at the University of Texas at Austin, and the RMC Research Corporation. For information about STAR Center services call 1-888-FYI-STAR.*

Dr. Albert Cortez is the director of the IDRA Institute for Policy and Leadership. Comments and questions may be sent to him via E-mail at idra@idra.org.

COMING UP!

In November/December, the *IDRA Newsletter* focuses on safe and drug-free schools.

Perspectives on "Leadership"

Josie Danini Supik, M. A.

It is 1957 in Laredo, Texas, the "Gateway to Mexico." Every evening after dinner, families sit on their porches to escape the sweltering heat that even nightfall will not dissipate. It is a time for neighbors to exchange the news of the day: *Tony's son is going to Laredo Junior College now; Nena's baby is getting to be so big; Richter's is having a sale tomorrow.*

As darkness falls, a man, the *velador*, walks down the streets lighting every light post, casting both light and shadows. A few years later, his widow and son inherit the task of lighting the way as he had done. There have always been *veladores* in our lives – men and women who have lighted the way. In moments we, ourselves, may have been veladores for others, sometimes standing in the shadows for others to stand in the light.

Each of us has a light within us, a potent force to lead the way for ourselves and others. The choice to do so is not always easy for it means facing and overcoming the darkness, the fears and doubts that are constant companions. It means staying true to a vision, keeping hope alive, giving voice to those who have none. It means believing, in a profound and unfaltering way, that each person we encounter can make a difference in this journey. It means listening to people with our heads and our hearts and speaking with a voice that resonates with truth, fairness and decency. It means finding words that will move us and others to do what is right.

During a recent visit to a school superintendent's office in the South, I noticed a saying on a wall plaque:

> Watch your thoughts because they become your words. Watch your words because they become your actions. Watch your actions because they become your habits. Watch your habits because they become your character. Watch your character, because it becomes your destiny.

Leadership is about character, about integrity and about commitment. It is also about joy and humanity and passion. Chip R. Bell, in his article, "The Leader's Greatest Gift," writes that leadership is not so much about reasoning as it is about passion:

> Memorable leaders call up in each of us a visit with the raggedy edge of brilliance and the out-of-the-way corner of genius. When we feel inspired, incensed or ennobled, we have visited the magical realm of passion...Passion takes the plain vanilla out of encounters. It is a leap into relationships" (1996).

Leadership is about being authentic, staying true to what is inside you and letting that spirit and humanity shine through, unfiltered by others' expectations or the fear of change.

Bell quotes Goethe who called leadership *boldness*:

> Whatever you can do, or dream you can, begin in boldness. Boldness has genius, power and magic in it. Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. The moment one definitely commits oneself, then Providence moves, too. All sorts of things occur to help one that would never otherwise have occurred" (Bell, 1996).

Tom Peters writes in "Brave Leadership" that passion and integrity are integral parts of leadership. He quotes strategy researcher Michael Porter: "Of the hundreds of world-class companies that I have studied, an enormous proportion were run by some maniac who had spent the last 20 years of his life on a crusade to produce the best product" (Peters, 1996).

When we think of people who have inspired us, who have changed things for the better, who have made a difference, sometimes at great personal and professional sacrifice, what is remembered is not their technical skills but their character, their drive and dedication, their passion and their courage. What also stands out is their authenticity. Leadership is about being authentic, staying true to what is inside you and letting that spirit and humanity shine through, unfiltered by others' expectations or the fear of change.

Perhaps it is that fear of change that is the greatest inhibitor to bringing forth the leadership within us. It means being comfortable with risk, with the unknown, with leaving behind what is familiar and predictable. It means taking a risk to "have 30 minutes of 'wonderful' rather than a lifetime of 'nothing special'" (Bell, 1996). It also means making critical decisions that will affect people's lives, ours included.

Peter Senge teaches a leadership course through Innovation Associates that takes people through a process "whereby they discover that they are never going to completely figure anything out in their lives" (1996). He writes that the impact on people is extraordinary. Some try to deal with it by intellectualizing it while others

> ...sit back in their chairs and laugh, realizing that they are dismantling two common beliefs: first, that people can control an organization from the top or at a distance; and second, that you can ever fully understand a system or figure it out...And so we teach executives to live with uncertainty, because no matter how smart or successful you are, a fundamental uncertainty will always be present in your life. That fact creates a philosophic communality between people in an organization, which is usually accompanied by an enthusiasm for experimentation. If you are never going to get the answer, all you can do is experiment. When something goes wrong, it's no longer necessary to blame someone for screwing up – mistakes are simply part of the experiment (1996).

There is another critical part of leadership and that is ensuring that others will take the lead, will light the way as we have before them. We are stewards, keepers of the light, for only a short time. And like the widow and son *veladores* who continued the lighting of the way, we must prepare those who will do the same for us. Before that happens, we must recognize and accept our limitations but never lose sight of all that is possible.

We must also accept the inherent greatness and leadership in people: "The first task of the manager is to see the unique greatness that is there, to intuitively recognize the inherent potential in each individual, and to take a stand in his or her own mind for individuals realizing their greatness" (Senge, 1996).

Perspectives - continued on page 16

Coca-Cola VYP - continued from page 1

Youth Program has positively impacted their lives. The program has many such stories, but one in particular comes to mind.

A year ago a teacher shared a story with IDRA about one of the Coca-Cola Valued Youth Program tutors who most affected her opinion of the program. In brief, a tutor, "Sylvia," had been placed in her elementary classroom. Sylvia was "a shy girl" and wanted to work with only one tutee instead of the three given to most tutors. The teacher agreed to allow her to tutor just one tutee. The elementary teacher asked Sylvia's teacher coordinator about her and learned that Sylvia's grades were low, she was often truant and she had twice tried to take her own life. This was a tutor who needed a great deal of support. Happily, the teacher found that as the young girl worked in the program "she blossomed before her eyes." Within the school year, Sylvia began working with three tutees. She told the teacher that she was finally having a good year and how much she enjoyed coming to her class.

Over the years, the teacher often wondered what had happened to Sylvia. Five years later, the teacher encountered her again while attending a scholarship presentation. The teacher said she heard "her Sylvia's" name called again and again as the she received several scholarships and awards that totaled up to $42,000. After the presentations, she approached Sylvia and told her how proud she was of her. Sylvia replied:

> "I am so happy you're here tonight. A lot of this had to do with the Coca-Cola Valued Youth Program because I saw kids having a hard time, and I felt that I could help them. I want to be able to help other students. If it wasn't for the program, I don't know where I'd be right now."

Having observed such a positive outcome for her tutor, the teacher now requests a Coca-Cola Valued Youth tutor in her class every year.

Many other stories, though seemingly less dramatic, demonstrate how the program can help turn students' lives around. While visiting a school a year ago, a tutor was asked to help me carry some of my personal things to the car. While we were talking the tutor said:

> "I'm a Coca-Cola Valued Youth Program tutor. Before, everyone thought I was a troublemaker. I was always getting into trouble with my teachers and whenever there was a problem between me and another student I always got blamed. I used to be bad. Now I'm a Coca-Cola Valued Youth tutor and I never get into trouble anymore. My teachers and even the principal think I'm doing a great job and that I'm more responsible. My grades have gotten better and I come to school everyday. The Coca-Cola Valued Youth Program teacher always asks me to be her assistant."

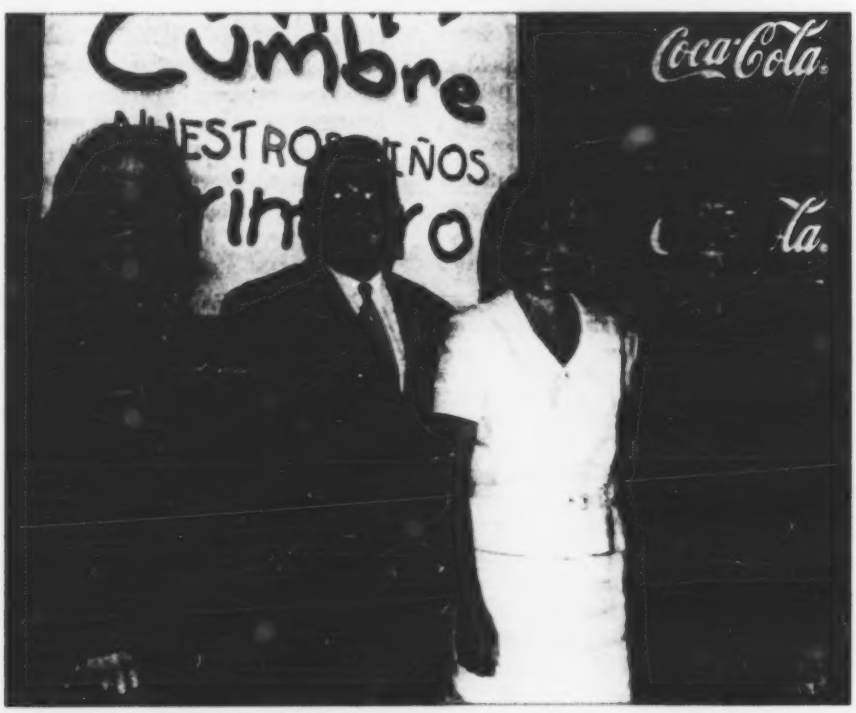
This tutor was so happy with himself as he told me his story. I often hear stories from teachers, counselors and principals, but here was a student who in his own words felt he had become a better student. His story allowed me to see and hear the benefits of the program firsthand.

Teachers and administrators also tell stories about how their own attitudes toward students have improved. I often talk to elementary teachers and administrators who initially had doubts about having tutors who were themselves struggling with their academics tutoring children in their school.

During a visit to a school last year, I spoke with a principal and counselor who had voiced doubts about the Coca-Cola Valued Youth Program tutors coming into their school. They were going to be one of two schools receiving tutors from the middle school. They chose to take only five tutors.

Just two months into the program, they began to see the benefits for their tutees. The counselor told me that he would love to have more tutors during the following year. He said he had thought that the tutors would cause problems in his school. Many had come from that same elementary school and were labeled "troublemakers." To his surprise, the tutors took their tutoring responsibilities seriously. They were polite, reliable and went straight to work everyday. On the few occasions when he did need to correct their behavior, he stated he only had to bring it to the tutors' attention once and the tutor immediately responded to his request.

The principal and the counselor stated that they had a group of college students from a local community college also tutoring in their school but felt the Coca-Cola Valued Youth Program tutors were more responsible and worked better with the elementary children.



Maria "Cuca" Robledo Montecel, Ph.D., IDRA executive director, was a guest speaker at "Our Children First Congress" in Puerto Rico. The event was chaired by the First Lady of Puerto Rico, Maga Nevares de Rossello, in September. Dr. Robledo Montecel discussed the importance of valuing all children and highlighted the Coca-Cola Valued Youth Program, which has four program sites in Puerto Rico, with the support of the Puerto Rico Department of Education and The Coca-Cola Foundation. From left to right: Ednydia Vázquez, director of human resources for Coca-Cola Caribbean; Victor Fajardo, Puerto Rico secretary of education; Maga Nevares de Rossello, First Lady of Puerto Rico; and Dr. Maria Robledo Montecel, IDRA executive director.

Coca-Cola VYP - continued on page 15

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Coca-Cola VYP - continued from page 14

Making a Difference

Is it true that there are students in our schools who teachers find more difficult to value than others? The answer is yes. Students who are considered at risk of dropping out of school are those who have poor attendance, create discipline problems in school, are minority and come from disadvantaged socio-economic backgrounds. These students are often ignored or treated negatively by teachers, school administrators and even their peers. These are the students in most need of our support and encouragement.

Most tutoring programs allow only the academically successful students to tutor. In the Coca-Cola Valued Youth Program, students who have low academic achievement are selected to participate and are as successful in tutoring as are those students who are considered high academic achievers in their schools. The program has consistently kept 98 percent of Valued Youths in school and learning.

The Coca-Cola Valued Youth Program helps students become more personally responsible. It also helps them improve their academic achievement and school attendance. As a result of these improvements, the tutors begin to perceive themselves in a more positive light. They feel proud of the work they do and the contribution they make to another student's learning. In essence, through their actions and caring, the tutors become role models to the younger students. These students who were once on the verge of dropping out are seen differently by the school as well. They are recognized for the leaders they are becoming.

Linda Cantu is a research associate in IDRA's Division of Research and Evaluation and is also the project director for IDRA's Coca-Cola Valued Youth Program. Comments and questions may be directed to her by E-mail at idra@idra.org.

Texas Dropout Alert - continued from page 6

In Texas, many state and district officials claim that the high (or "unacceptable") dropout rate is a thing of the past. The truth is, however, that more than 300,000 students were enrolled in the ninth grade in 1993-94 and only about 195,000 students were enrolled in the 12th grade in 1996-97. So the whereabouts of about 147,000 students from the 1993-94 ninth grade class is unknown.

The mystery of their whereabouts cannot be swept under the rug. Continued attention needs to be placed on keeping our students in school and in ensuring they graduate.

Resources

Cardenas, J.A. and M. Robledo Montecel and J. Supik. *Texas Dropout Survey Project* (San Antonio, Texas: Intercultural Development Research Association, 1986).

Roy Johnson is a senior research associate in the IDRA Division of Research and Evaluation. Comments and questions may be directed to him by E-mail at idra@idra.org.

HIGHLIGHTS OF RECENT IDRA ACTIVITIES

In July and August, IDRA worked with **7,950** teachers, administrators and parents through **98** training and technical assistance activities and **109** program sites in **12** states plus the United Kingdom. Topics included:

- Using Technology for Instruction
- Sexual Harassment
- How to Leverage Federal, State and Local Funds
- Issues that Impact Successful Schooling for Minority Students
- Basic Reading Strategies
- *IDRA Coca-Cola Valued Youth Program*
- TAAS Data Disaggregation for Schoolwide Teams Training

Participating agencies and school districts included:

- Edgewood Independent School District (ISD), Texas
- Arkansas State Department of Education
- Camden-Fairview ISD, Texas
- Tucson Unified School District, Arizona
- Eagle Pass ISD, Texas
- Caddo Parish, Louisiana

Activity Snapshot

Evaluation is crucial to implementing a program and to making it better as it goes along. IDRA's Coca-Cola Valued Youth Program has a 13-year track record of success that has been supported by rigorous evaluation. Evaluation of the program consists of quantitative and qualitative measures – including school life scores; grades in mathematics, reading and English; achievement test scores; disciplinary action referrals; and absenteeism rates. A pre-test and post-test design measures the program's effect on tutors' perceived self-concept, language proficiency, aspirations and expectations, feelings of belonging in school, and relationships with family members. The data is collected throughout the school year through surveys, formal observations and in-depth interviews. This past school year the program had more than 90 participating sites. During the summer, IDRA processed more than 25,000 surveys and evaluation forms. End-of-year evaluation reports were then provided to all program sites to inform them of the program's effect on students and to assist them in making any needed improvements in implementation for next year.

Regularly, IDRA staff provides services to:

- public school teachers
- parents
- administrators
- other decision makers in public education

Services include:

- training and technical assistance
- evaluation
- serving as expert witnesses in policy settings and court cases
- publishing research and professional papers, books, videos and curricula

For information on IDRA services for your school district or other group, contact IDRA at 210/684-8180.

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Leadership Development *- continued from page 9*

know and respect my views. I would learn from sitting at the side of three great sages of American public policy: Arthur Fleming, Eisenhower's Secretary of Health, Education and Welfare; Doc Howe, Lyndon B. Johnson's commissioner of education; Alan Peiffer, president of the Carnegie Corporation and most of all from my mentor of 17 years, José Angel Cárdenas, *mi hermano de corazón* [my brother in spirit], whose gospel of leadership will forever ring in my ears. "You don't bring about change by issuing a memorandum, Bambina," was a favorite. "You don't do administration by the seat of your pants," and "*la voz del pueblo es la voz de Dios*" [the people's voice is God's voice]. Most importantly, José taught by example that the joy is in the doing and not who gets the credit, and that at times the greatest act of leadership is to get out of the way and let another carry the day.

I hope that ACT III allows me to share the gifts with which I have been blessed. I want those who would aspire to leadership to know that leaders are imperfect and vulnerable, that their strengths almost always are also their weaknesses, and that concern for ethics is the only safeguard for one who dares to expose their soul to lead. I want the new generation of leaders to know that I believe in them, just as those who helped to form my leadership believed in me. While I fear that this may be an immodest posture, I don't worry that the immodesty will go unchecked. I have an outrageously intelligent and wise son at home who knows exactly how to keep my ego in proportion. Whenever I get to feeling overly important, he teasingly takes on a regal pose and with appropriate pomposity, declares, "There she is, my mom, the Princess of San Felipe." Ego check is, after all, an important task of leadership.

Dr. Blandina "Bambi" Cárdenas is an associate professor in the department of education at the University of Texas at San Antonio.

Perspectives *- continued from page 13*

Chip Bell asks the hard questions we all face:

> Why are you here, in this role, at this time? What difference will your being here make? What legacy will you leave behind? Will you be forgotten for what you maintained or remembered for what you added? Imposing mountains are climbed, culture-changing movements are started, and breath through miracles are sparked by leaders who took the governance off rationalism and prudence, letting their spirit ascend from within (1996).

It is ultimately our choice to lead, to be a *velador*, to let the spirit and light within us and others ascend. We must choose well, for it will become our destiny and our legacy.

Resources

Bell, Chip R. "The Leader's Greatest Gift," *Executive Excellence* (October 1996) Vol. 13, No. 10, pp. 13-14.

Peters, Tom. "Brave Leadership," *Executive Excellence* (January 1996) Vol. 13, No. 1, pp. 5-6.

Senge, Peter. "Systems Thinking," *Executive Excellence* (January 1996) Vol. 13, No. 1, pp. 15-16.

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